



# Specific Learning Disabilities Eligibility Guidance Document

Traci Sharpe, Taylor County Schools

The background is a vibrant blue with a subtle geometric pattern of overlapping squares. In the top-left corner, there is a large, bright orange semi-circle. To its right, a white cloud-like shape with a small blue dot inside is partially visible. A stylized blue pen with a white outline is positioned diagonally across the middle-left of the frame. A large, dark blue, rounded rectangular banner stretches across the lower half of the image, containing the text 'Purpose and Intention' in white. Below this banner, there is another, lighter blue, rounded rectangular shape.

# Purpose and Intention



# Purpose and Intention

- Kentucky is under identifying in SLD and over identifying in other areas.
- Districts need guidance in the process of identifying students as SLD and **DOCUMENTING** the process!!





# Purpose and Intention

- The purpose of this document is to assist schools in conducting appropriate and comprehensive educational evaluations for students suspected of having a specific learning disability (SLD).
- Additionally, this guidance document will provide an overview of Kentucky's SLD eligibility determination requirements, clarify the evaluation components and criteria, and answer frequently asked questions from the field as they relate to students with a SLD.



# Purpose and Intention

- The SLD eligibility determination process is a systematic approach that schools use to determine whether a student does or does not have a SLD as defined in the state regulations. SLD means a disorder that adversely affects the ability to acquire, comprehend, or apply reading, mathematical, writing, reasoning, listening, or speaking skills to the extent that specially designed instruction is required to benefit from education. The specific learning disability (LD) may include dyslexia, dyscalculia, dysgraphia, developmental aphasia, and perceptual/motor disabilities. The term does not include deficits that are the result of other primary determinant or disabling factors such as vision, hearing, motor impairment, intellectual (mental) disability, emotional-behavioral disability, environmental or economic disadvantaged, cultural factors, limited English proficiency, or lack of relevant research-based instruction in the deficit area. *707 KAR 1:002 Section 1 (59).*



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**Process**

A decorative header featuring a bright yellow sun with a blue circle in the center, partially obscured by stylized blue and white clouds. The background is a solid blue color.

# Process

- Large group met several years ago with no outcome
- Current



# Layout and Design

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# Layout and Design

- As a workgroup, we have taken several steps to ease the readability of this document. Given that, please note the following:
- Text boxes have been created using a different font to emphasize their importance and break up the length of reading.
  - Green text boxes provide regulatory references
  - Yellow text boxes provide guidance
  - Blue text boxes provide the corresponding appendix resource



# Layout and Design

- This document has been created and is available as a “live” document. Given that, several references throughout this document are hyperlinked for your convenience. You can view this document with active hyperlinks by going to the Kentucky Department of Education’s website and searching for Specific Learning Disabilities Eligibility Guidance Document.





# Introduction and History of SLD in Kentucky

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# Making an Eligibility Determination for SLD

Page 5





# Method A: Severe Discrepancy (Validated Regression)

Page 5 (Intro)



# Method B: Response to Intervention (RtI)

Page 5 (Intro)





# REGULATORY REQUIRED COMPONENTS

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# REGULATORY REQUIRED COMPONENTS

- ◊ Referral System
- ◊ ARC Membership
- ◊ Exclusionary Factors
- ◊ ARC Discussions and Decisions—DOCUMENT!!
- ◊ SLD Eligibility Form and Written Report





# Method A: Severe Discrepancy (Validated Regression)

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# Method A: Severe Discrepancy (Validated Regression)

- Parent Notification of Referral
- Planning and Conducting a Comprehensive Evaluation
- Determining Eligibility
- Developing the Individual Education Program





# Method B: Response to Intervention (RtI)

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# Method B: Response to Intervention (RtI)

- General Education Interventions Prior to Referral and Evaluation
- Parent Involvement throughout the RtI Process
- Interpreting and Analyzing RtI Progress Monitoring Data
- Parent Notification of Referral





# Method B: Response to Intervention (RtI)

- Planning and Conducting a Comprehensive Evaluation
- Determining Eligibility
- Developing the Individual Education Program



# Appendices

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# Appendices

- ◊ Exclusionary Factors
- ◊ Eligibility Policy Letter 2010 and Eligibility Q & A 2012
- ◊ Adverse Effect
- ◊ Letter from OSEP, 2011



# Appendices

- Response to Intervention (RtI) Worksheets
  - Reading
  - Mathematics
  - Written Expression
- Summary of Interventions and Data
- Reevaluation and Determination of Continued Eligibility





# Appendices

- Eligibility Determination Documentation: A Reference Guide
- Observation Forms
  - Pre-school/Kindergarten
  - Grades 1-4
  - Grades 5-8
  - Grades 9-12
  - Behavior



Thank You 😊